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AUTHOR Hylton, V. Wendell
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ABSTRACT

Purposes and activities of existing youth groups and voluntary organizations are reviewed in this information analysis paper to determine their relationship to career education. Addressed to youth groups and voluntary organization leaders and sponsors, school administrators and state department vocational education personnel, the paper also identifies areas which need youth group or volunteer participation and outlines strategies for filling these needs. Topics discussed include the following: The individual model of career education, the role of school youth groups and volunteer organizations in career education, and an overview of the current career education impact of school youth groups. School groups designed to help prepare students for occupations discussed are Distributive Education Clubs of America, Vocational Industrial Clubs of America, Future Homemakers of America, Future Business Leaders of America, Office Education Association, and Future Farmers of America. The following information about these groups is provided: Sponsoring organization, distribution, participation, types of career education emphasis provided, and contacts. An overview of the current career education impact of volunteer organizations is presented and the following volunteer organizations are described: Boys Clubs of America, Boy Scouts of America (Exploring Division), Girls Clubs of America, Inc., Girl Scouts of the USA, 4-H Clubs, Hire-A-Neighborhood-Youth (YMCA), Junior Achievement, and the American National Red Cross. (TA)

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Information Series No. 108

CAREER EDUCATION:

THE ROLE OF SCHOOL-RELATED YOUTH GROUPS

AND

VOLUNTARY ORGANIZATIONS

written by

V. Milton Boyce
Hope S. Daugherty

4-H Extension Service
U. S. Department of Agriculture
Washington, D.C.

Larry Brown

National 4-H Council
Washington, D.C.

The ERIC Clearinghouse on Career Education
The Center for Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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FOREWORD

The Educational Resources Information Center on Career Education (ERIC/CE) is one of sixteen clearinghouses in a nationwide system that is funded by the National Institute of Education. The scope of work for ERIC/CE includes the fields of adult-continuing, career, and vocational-technical education. One of the functions of the Clearinghouse is to interpret the literature that is related to each of these fields. This paper on the role of youth groups should be of particular interest to all personnel who work with youth groups and voluntary organizations.

The profession is indebted to Milton Boyce, Hope Daugherty, United States Department of Agriculture, and Larry Brown, National 4-H Council, for their scholarship in the preparation of this paper. Recognition is also due William Dross, Ohio Department of Education and Barbara Bednarz, The Center for Vocational Education, The Ohio State University, for their critical review of the manuscript prior to its final revision and publication. Marla Peterson, Career Education Specialist at the ERIC Clearinghouse on Career Education, supervised the publication's development. Madelon Plaisted and Jo-Ann Cherry coordinated the production of the paper for publication.

Robert E. Taylor
Executive Director
The Center for Vocational Education

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DESC:: *Career Education; Secondary Education; *Voluntary Agencies; Agency Role; Youth Clubs; *Youth Employment; Leadership Training; Work Experience Programs; School Community Programs; *Youth Agencies; Student Organizations; Vocational Education; Educational Objectives; Program Effectiveness

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INTRODUCTION

> Our common commitment is to put
> America--its people, its plants,
> its inventive genius--to work again.
>
> President Carter

"What will I do with one-third of my life?" This is a major question teenagers today and of the future must answer. This is the amount of time that they will, in most cases, spend in the world of work. Who will help these teens answer this important question? Can it be done in the schools, in voluntary organizations, or a combination of these?

Edwin L. Herr (1974) describes two sets of conditions within societies that cause career ambiguity among youth. One is the magnitude of career selections that requires individual choice-making competencies. Most families are unable to assist their youth with these decisions. The resulting situation is one in which questions of "Who am I?" or "What investment of my characteristics do I want to allocate to work?" are not only legitimate but, indeed, are required of youth. The problem in this situation is how to provide vocational guidance and counsel to youth.

The second condition Herr describes is in societies where citizens are more likely to be concerned about whether work is available and accessible to them as individuals. Here the problem is fitting people into the limited existing opportunities.

Teenagers of today are faced with both of these conditions simultaneously. There are some 22,000 job titles. Approximately 3.8 million youth are out of work, and many are bidding for the same job. A study by the National Assessment of Education Progress indicates that forty-four percent of American seventeen-year-olds want professional careers, nearly double the number of professional jobs available today.

The National Child Labor Committee (NCLC) (1976) has taken a stand, for it is convinced that there must be a coordinated combination of learning and working if youth are to find interesting, meaningful work. They state:

> All children and youth, including those from the white middle class, require a systematic program of developmental education and work experience. To make a start toward providing this, far greater national commitment, vastly increased resources, and a variety of approaches will be required. (p. 3)

According to Herbert J. Gans (1976), sociologist at Columbia University, unemployment is America's most critical domestic problem. He says:

> Aside from the economic and political problems it creates, unemployment also results in more pathology for it makes people feel useless which in turn leads to depression, alcoholism, mental illness and family breakups as well as more crime and delinquency. Joblessness may well be the most dangerous social cancer there is. (p. 1)

Unemployment in general and youth unemployment in particular are high priority problem areas with which the nation must deal now and in the future. Youth unemployment is intensified by the following conditions:

- Youth lack the necessary experience, skills, work habits and attitudes to get a job; yet they cannot gain these unless they have a job.

- Youth workers tend to be part-time and seasonal in nature, especially if they are trying to remain in school.

- State and federal legislation, specifically minimum wage and child labor laws, make it expensive for employers to hire inexperienced youth workers and place restrictions upon the jobs they can perform.

Because of these conditions, many youth have given up the futile effort of trying to find a job. We well may be headed toward a generation of people who do not know how to work because they have not had an opportunity to experience work. Therefore youth unemployment is a critical issue in any discussion of career education for youth.

WHAT IS CAREER EDUCATION?

Career education is a lifelong evolution in which persons are always in the process of *becoming* through education, work, and leisure experiences. Gysbers and Moore (1974) have identified the following four basic domains in their *Career Conscious Individual Model:*

Self-Knowledge and Interpersonal Skills	Knowledge and Understanding of Life Roles, Settings, and Events
Life Career Planning, Knowledge and Skills	Basic Studies and Occupational Preparation

The first domain, Self-Knowledge and Interpersonal Skills, focuses on helping persons understand themselves and others. It involves the "individuals' awareness and acceptance of themselves, of others, and the development of interpersonal skills" (p. 11).

In the Knowledge and Understanding of Life Roles, Settings, and Events domain, the focus is on the "inter-relatedness of family, citizen, leisure and work roles; home, school, work and community settings; and the various events such as entry job, marriage and retirement which may occur during the life stages of individuals" (p. 13). The domain emphasizes a knowledge and understanding of the structure and dimensions of the educational, work, and leisure worlds.

The Life Career domain helps persons understand that "decision-making and planning are important tasks in everyday life and to recognize the need for life career planning" (p. 14). It focuses on a mastery of decision-making skills related to life career planning.

The fourth domain stresses Basic Studies and Occupational Preparation. It contains "the knowledge, skill and understandings found in such education disciplines and departments as English, social studies, mathematics, fine arts, industrial arts, home economics, physical and health education, foreign language and vocational-technical education" (p. 15).

Thus career education is a concept, not a program. It involves an analysis of self and others and confronts the questions that youth ask, "Who am I?" and, "Where do I fit in?" It involves an understanding of life and the influences that the world around us has in personal decision making. It also helps youth face other questions, such as "What's life?" and "What's happening?"

Career education involves identifying and studying career areas, especially specific areas which appeal to the individual. It meets the questions youth face of "What will I do as a life work?" and "What education do I need?" It also involves the world of work: the actual obtaining and holding of a job; the development of marketable skills and desirable work attitudes; the feeling of pride in receiving a day's pay for a day's work; and the dilemma faced by youth throughout the nation today, "I can't get a job because I haven't had experience. How can I get experience if I can't get a job?" and, "How do I enter into the world of work?"

Perhaps in the mind of a youth, a proper paraphrasing of the Gysbers/Moore model would be:

Who am I? Where do I fit in?	What's life? What's happening?
What will I do for a life work?	How do I enter in the world of work? What education do I need?

There is a need to extend career education beyond the classroom. School curriculum planners, business personnel, and representatives of industry need to work together to offer young people realistic experiences in career planning and work. A local business operator can be a valuable resource person in describing job opportunities, offering field trips and on-job-visits, and actual employment. School youth groups and voluntary organizations provide an effective means through which this can be accomplished.

WHAT IS THE ROLE OF SCHOOL YOUTH GROUPS AND VOLUNTARY ORGANIZATIONS IN CAREER EDUCATION?

The role of school youth-serving groups and voluntary organizations should be to help a person to *become*. Acting as outside influences on a person, these groups and organizations can:

1. Offer information and services which help a person to identify himself/herself, recognize desires and abilities, and learn to cope with others.

2. Provide an opportunity for a person to recognize outside factors that are influencing his/her career choices so he/she can better cope with these influences.

3. Provide an introduction into career areas which help a person become aware of the world of work and to identify specific areas which appeal to him/her.

4. Provide a delivery system which enables youth to go to work in specific areas of their choice. It should provide an opportunity for them to:

   a. Receive on-the-job training
   b. Allow for adaptation to change
   c. Earn and learn to manage money
   d. Develop marketable skills and technology
   e. Develop sound work habits and attitudes
   f. Develop work records

THE CURRENT CAREER EDUCATION IMPACT OF SCHOOL YOUTH GROUPS: AN OVERVIEW

School youth groups supplement classroom teaching and provide a positive link between the school and the community. The following are several school groups designed to help prepare students for occupations:

- Distributive Education Clubs of America (DECA)
- Future Business Leaders of America (FBLA)
- Future Farmers of America (FFA)
- Future Homemakers of America (FHA)
- Office Education Association (OEA)
- Vocational Industrial Clubs of America (VICA)

School students who participate in these groups have an opportunity to go beyond the classroom to learn about careers and, in some cases, to even gain actual work experience. The students participating in school youth groups not only have the advantage of detailed instruction provided through the classroom environment but also have the advantage of putting this learning to work through the flexibility provided by the school youth group.

The variety of career programs offered through the school youth groups identified in this paper indicates that the programs add flexibility to the classroom situation. Through such groups teachers can stimulate leadership development, enhance classroom instruction with competitive activities and events, and bring the students in closer touch with the community by using available human and fiscal resources to promote career education.

Activities performed by school youth groups indicate that these groups are basically designed for high school age youth, with primary focus on:

- Understanding career opportunities related to the subject being taught
- Understanding the free enterprise system
- Teaching job-related skills, such as how to develop resumes and how to interview for a job

The programs involve the local community, primarily by using people in the world of work as resource teachers or tour guides. Disadvantages for students in career education are that (1) there is little chance for students to observe persons performing their jobs over an extended period of time; (2) there is limited opportunity for students to have flexible schedules of work for pay within the local businesses; and (3) there is limited coordination of student volunteers in local agencies, organizations, and governments.

There is a need for schools to teach youth how to inventory their saleable skills--whether these skills are taught in school, learned at home, or in the community. The youth need to be trained in how to make career choices. There must be more collaboration among the schools, business, and voluntary organizations.

To make young men and women more career conscious, the school needs to increase their youth awareness programs for younger children. Career lessons, such as articles in *Junior Scholastic* magazine,

must be encouraged for use by fifth- and sixth-grade teachers. If we are to break the stigma attached to certain jobs, youth must have a chance to explore such jobs early in life.

Information pertaining to the previously listed student organizations is given in the following pages. Other activities which also contribute to career development include dramatic groups, instrumental and vocal music groups, student council, and science and language clubs.

NAME OF ORGANIZATION: DECA

SPONSORING ORGANIZATION: Distributive Education Clubs of America, Inc.

DISTRIBUTION: Nationwide through local school systems

PARTICIPATION: Open to any student enrolled in any distributive education program at high school or junior college level. Also, supportive groups of collegiate, alumni, and professional levels.

TYPES OF CAREER EDUCATION EMPHASIS PROVIDED

DECA operates to attract people to careers in marketing and distribution. It encourages private enterprise and economic awareness through individual instruction, studies in marketing projects, creative marketing projects, exposure to successful business leaders, individual and group awards, and practical experience in business establishments. It also encourages civic consciousness, social intelligence, and leadership development.

DECA's Merit Award Program (MAP) is designed to improve and strengthen individual knowledge about distributive education students; provide an avenue of recognition for every DECA member; develop an awareness of marketing and distribution as a profession; and develop a better understanding for the importance of product knowledge, service, and customer satisfaction in marketing and distribution.

Activities or achievements are on an individual, self-improvement basis, and involve five competency areas: economic understanding; product and service knowledge; communications; human and public relations; and marketing.

DECA maintains its own scholarship loan program to assist and encourage members toward higher education.

FOR MORE INFORMATION, CONTACT:

1. Distributive Education Teacher-Coordinator, local school system

2. Distributive Education Clubs of America, Inc.,
   1908 Association Drive
   Reston, Virginia 22091

NAME OF ORGANIZATION: FBLA/PBL (Future Business Leaders of America--Phi Beta Lambda, Inc.)

SPONSORING ORGANIZATION: Future Business Leaders of America

DISTRIBUTION: Nationwide through local chapters

PARTICIPATION: FBLA--Open to all high school students participating in business and office programs.

PBL--Open to all students in postsecondary schools and colleges who are enrolled in business, office or teacher education programs in developing vocational competencies.

TYPES OF CAREER EDUCATION EMPHASIS PROVIDED

FBLA--PBL's PROJECT AWARENESS is finding out about the free enterprise system and why it is important.

It creates a greater awareness of free enterprise among America's future business leaders, and is dedicated to preserving the principals of free enterprise.

PROJECT AWARENESS focuses on the following:

- The choices that free enterprise offers
- Whether it is realized or not, free enterprise is part of our everyday lives
- Free enterprise works because competition works
- Free enterprise is the backbone of our political system
- In the free enterprise system, the emphasis is on *freedom*
- Free enterprise--it's what America is all about

FOR MORE INFORMATION, CONTACT:

1. Advisor, local chapter

2. State Department of Education--Business and Office Education Supervisor

3. Future Business Leaders of America, Phi Beta Lambda, Inc.
   P. O. Box 17417 - Dulles
   Washington, D.C. 20041

NAME OF ORGANIZATION: FFA (Future Farmers of America)

SPONSORING ORGANIZATION: Future Farmers of America

DISTRIBUTION: Nationwide through local chapters in high schools

PARTICIPATION: Open to youth up to age twenty-one currently or previously enrolled in vocational agricultural classes

TYPES OF CAREER EDUCATION EMPHASIS PROVIDED

The FFA prepares high school vocational agriculture students for careers in farming, ranching, and related agribusiness industries through classroom instruction, supervised farming or other projects, and skill training programs and activities.

Members develop marketable skills in such practical areas as welding, carpentry, horticulture, mechanics, livestock and poultry management, and many other areas. A variety of competitive events held in connection with learning experiences allow members to sharpen their knowledge and skills to a high degree. Public speaking and leadership programs develop young people who are in control of themselves and their surroundings.

FFA members experience the American free enterprise system first hand as they manage their livestock, crop, horticulture, or other types of projects in an effort to make a profit as well as learn production and management methods.

These experiences, combined with a cooperative effort between the schools and the community, help develop the FFA youth of today into the agribusiness leaders of tomorrow.

FOR MORE INFORMATION, CONTACT:

1. Vocational Agriculture Instructor, local high school

2. State Department, Vocational Agriculture Department

3. Future Farmers of America, Executive Director
   P. O. Box 15160
   Alexandria, Virginia 22309

NAME OF ORGANIZATION: FHA/HERO (Future Homemakers of America/Home Economics Related Occupations)

SPONSORING ORGANIZATION: Future Homemakers of America, Inc.

DISTRIBUTION: Nationwide through local school systems

PARTICIPATION: Open to middle, junior, and senior high school students who are enrolled in or have taken a course in homemaking, consumer education, or family life (FHA chapters), or have economics related occupations (HERO chapters). Both young men and women are eligible.

TYPES OF CAREER EDUCATION EMPHASIS PROVIDED

FHA Chapters emphasize preparation for community and family life recognizing that homemakers might fill multiple roles as wage-earners. The home economics class emphasis is on:

- Child development and family living, food and nutrition
- Clothing and textiles
- Home furnishings and equipment
- Home management and consumer education

HERO Chapters emphasize preparation for jobs and careers in home economics-related occupations recognizing that wage-earners fill multiple roles as family members. The home economics-related class emphasis is on:

- Child care service occupations
- Food management, production, and services
- Clothing management, production, and services
- Home furnishings, equipment, and service occupations
- Institutional and home management, and supporting service occupations

FOR MORE INFORMATION, CONTACT:

1. Local school Home Economics Department

2. Future Homemakers of America, Inc.
   2010 Massachusetts Avenue, N.W.
   Washington, D.C. 20036

NAME OF ORGANIZATION: OEA

SPONSORING ORGANIZATION: Office Education Association, Inc.

DISTRIBUTION: Eighteen states through local school chapters

PARTICIPATION: Members (past or present) of secondary vocational office programs in participating high schools

TYPES OF CAREER EDUCATION EMPHASIS PROVIDED

The Office Education Association is dedicated to developing leadership abilities, as well as developing marketable skills and knowledge of its members. Students learn about office and business procedures in the classroom, then have an opportunity to gain on-the-job work experience in an office setting.

Competitive award programs stimulate the interest of the student. Examples include:

Occupational Cluster Events
- Stenography, typing, and related occupations
- Data processing
- Legal
- Accounting

Noncluster Events
- Job interviews
- Public speaking
- Leadership skills
- Chapter of the Year

OEA programs are designed to promote good employer/employee relationships and provide "World of Work" experiences for the students.

FOR MORE INFORMATION, CONTACT:

1. Local OEA chapter in high school

2. Office Education Association
   Executive Director
   National Headquarters
   105 N. Virginia Avenue
   Falls Church, Virginia 22046

NAME OF ORGANIZATION: VICA (Vocational Industrial Clubs of America, Inc.)

SPONSORING ORGANIZATION: Vocational Industrial Clubs of America, Inc.

DISTRIBUTION: Nationwide through local school clubs

PARTICIPATION: Open to all boys and girls participating in the school vocational industrial program.

TYPES OF CAREER EDUCATION EMPHASIS PROVIDED

VICA stresses learning through occupational skill and leadership contests whereby students are motivated to learn; they are recognized for skill development and learn pride in their achievements; the community learns about each individual occupational training area; student-occupational skills are demonstrated to industry leaders; and direct student-to-industry leader contact takes place.

Contests include prepared speeches, extemporaneous speeches, job interviews, safety, opening and closing ceremonies, club business procedures, and the outstanding club. A Vocational Initiative and Club Achievement Program rewards students for achievements in that instructional program. Every class member can participate; there is no elimination procedure in this event.

A management-labor contact program provides an opportunity for VICA members to make meaningful contact with important persons in the world of work.

Public relations, dress-up campaigns, student oriented classrooms, and learning-beyond-the-classroom programs are also used by VICA.

FOR MORE INFORMATION, CONTACT:

1. Local V.I.C.A. school personnel

2. State Department of Education--Trade and Industrial Education Supervisor

3. Vocational Industrial Clubs of America, Inc.
   105 N. Virginia Avenue
   Falls Church, Virginia 22046

THE CURRENT CAREER EDUCATION IMPACT OF VOLUNTARY ORGANIZATIONS: AN OVERVIEW

Elements of career education have existed for some time in many of the voluntary organizations. Youth-serving agencies such as Boy Scouts, Girl Scouts, Boys' Clubs, Girls' Clubs, YMCA, 4-H, Junior Achievement, The Red Cross, and others have been and are a vital link in providing informal education for youth on career education. Full information pertaining to these organizations is given at the end of this section. Activities performed by voluntary organizations would indicate that there is a wide range in ages of youth for which programs are designed. Although some programs are limited to older teens, others provide information and services to youth ranging in age from kindergarten to college.

These programs focus on:

- Development of world of work experiences and employment skills
- Understanding of career opportunities
- Personal growth and development
- Community and human service
- Business education and economics awareness
- Self-awareness

The educational program is usually delivered by volunteers under the supervision of professional staff. The programs involve local resource people in conducting subject matter training and in determining realistic, specific local employment needs. The youth have an opportunity to obtain "hands on" work experiences through "learn by doing" projects and actual work experience.

Eli Ginzberg (1976), the federal government's chief adviser on employment and training policy, states:

> The number one problem in the United States in terms of a social challenge is to create an environment in which there will be meaningful work opportunities for everyone who wants to work. I don't even agree that everybody ought to work--but the opportunity to work should be there. (pp. 3-6)

If providing meaningful work opportunities is the number one social challenge, then the people of the volunteer sector by design, must be involved. They possess the resources which are essential for youth in learning career education as well as gaining work experience.

They furnish a vital link for youth with the school and community if maximum benefits are to be realized. In June 1977 the Boy Scouts of America (1977) recognized this need by issuing a policy statement on career education. It states:

> Career education, as defined by the U.S. Office of Career Education, is the totality of experiences through which one learns about and prepares to engage in work as part of his or her way of living. Thus, as a Cub Scout freely chooses an elective, or a Scout selects a merit badge to be earned, or a young adult in Exploring elects to join a post because of its career specialty, each is engaging in career education in its broadest and most significant definition.
>
> The Boy Scouts of America since its inception has had as its objectives to help its members develop their character, a sense of responsible citizenship, and an awareness of the importance of mental and physical fitness. In each of its three age groupings, Cub, Scout, and Explorer, the methods for achieving the goals have been carefully suited to the ages of the members.
>
> Further, the methods used have always incorporated the concept of learning while doing. This learning has sought to cover as many life experiences as possible. Such a comprehensive approach means that the methods of the Boy Scouts of America are synonymous with what has become known as "career education." For these reasons, the Boy Scouts of America can and does stand in support of career education. The organization is proud of its long-standing partnership with business, industry, the professions, religious bodies, labor, and civic groups. The Boy Scouts of America has served and will continue to serve as a catalyst between these groups and educators in support of the common goal, which is to provide the youth of America with information on careers so as to help them make a smooth transition into the adult world of work as responsible citizens. (p. 4)

There is a general need to expand the base of economic awareness programs offered to youth and to develop a broader, more comprehensive career emphasis. Youth unemployment is also a major problem that volunteer organizations can effectively deal with through job skill training and certification programs and youth employment programs.

Some of the other programs supported by volunteer organizations which provide job and career education information and/or services to youth include:

70,001 This program originated in Newark, Delaware and is now expanding nationwide. It is designed to place high school dropouts and other disadvantaged youth in public sector jobs and to help these youth select meaningful productive career areas.

Students Incorporated Originated in Las Cruces, New Mexico, this program is currently expanding into other counties in that state. It is open to all youth ages fourteen to twenty-one, and helps youth break the cycle of "I can't get a job because I haven't had experience. How can I get experience if I can't get a job?"

Rent-A-Kid This is a nationwide program with home offices in Atlanta, Georgia. It is effective in helping youth find jobs by serving as a referral service between youth workers and persons needing help.

In addition, there are programs called Youth Employment Service, Youth Employment Program, Dial-A-Teen, Call-A-Teen, and others which provide job referral and placement service to youth.

Some businesses have developed apprenticeships, volunteer, or practicum approaches to career education. These approaches help acquaint youth with a specific business by providing an opportunity for a youth to work out certain entry level jobs within that business. The youth gains work experience, has an opportunity to observe a variety of other types of jobs within the business, and in some cases, earns money through the program.

NAME OF ORGANIZATION: Boys Club

SPONSORING ORGANIZATION: Boys Clubs of America

DISTRIBUTION: Nationwide through individual local units

PARTICIPATION: Programs described here are open to boys and girls ages fourteen to eighteen. Ages may vary with other programs.

TYPE OF CAREER EDUCATION EMPHASIS PROVIDED

Individual local units may elect to participate in a "Building Employment Skills Today" and a "World of Work" program.

A delivery system at the local level is developed which includes:

- Recruitment
- Vocational counseling and career exploration
- Placement
- Individual follow-up
- Supportive services

By participating in this program, a youth will have an opportunity to:

- Participate in group interaction
- Learn reasons for working, now and in the future
- Decide what kind of work is best for them
- Learn how to fill out job applications
- Develop skills in handling a job interview
- Learn about job adjustment and self-defeating behavior
- Experience the importance of good communications
- Learn about fringe benefits and employee rights
- Find out about local job openings and transportation
- Experience an evaluation and review

FOR MORE INFORMATION, CONTACT:

1. Director of local Boys Club

2. National Director
   Boys Clubs of America
   771 Fifth Avenue
   New York, N.Y. 10017

NAME OF ORGANIZATION: Boy Scouts of America (Exploring Division)

SPONSORING ORGANIZATION: Boy Scouts of America

DISTRIBUTION: Nationwide through local units

PARTICIPATION: Young people between ages of fifteen and twenty-one

TYPES OF CAREER EDUCATION EMPHASIS PROVIDED

Exploring is a program of life experiences for young adults under the guidance of business, professions, associations, trades, and institutional sponsorships. It brings young men and women voluntarily into association with adults who, by the example of their character, citizenship traits, and knowledge, provide a positive force in the lives of young adults. Exploring helps young people find their present and future roles as individuals in society.

Exploring knows youth--likes youth--and champions youth.

Explorer posts are formed to help young people investigate specific career areas such as aviation, law, health, and sea exploring. The following Law Explorer Post Program is representative of the training provided.

TYPICAL LAW EXPLORER POST PROGRAM:

Explorer methods of operation are self-motivated, mature, and democratic. The activities are selected, planned, and conducted by the Explorers within the framework of the sponsor's resources and member interest. Techniques used in conducting this program include role playing, simulation games, and debate.

The following are examples of subjects included in a Law Explorer Post Program:

- Function of the court of common pleas
- No-fault insurance
- Operation of the district attorney's office
- Investigation of a criminal case and trial
- Presentation by the state attorney general
- Presentation by Hon. Clarence Street, author of *Union Now*
- Trial of case by Moot Court from Dickinson Law School
- Trip to Washington, D.C.--observation of Congress, Supreme Court, and F.B.I.

- Mock trial involving all members
- Trip to state capital--observation of state senate, state legislature, and appellate courts
- Military law
- The Bill of Rights (movie and discussion)
- Law Day luncheon (guests of the county bar association)
- Trip to university law school
- The Bill of Rights (role playing, debate)
- Environmental law and policy
- Ecology service projects

The program would also include various recreational and social events.

FOR MORE INFORMATION, CONTACT:

1. Local office, Boy Scouts of America

2. Exploring Division
   Boy Scouts of America
   North Brunswick, New Jersey 08902

NAME OF ORGANIZATION: Girls Club

SPONSORING ORGANIZATION: Girls Clubs of America, Inc.

DISTRIBUTION: Nationwide through local units

PARTICIPATION: Programs described here are open to all girls ages fourteen-eighteen; age requirements of other programs may vary.

TYPES OF CAREER EDUCATION EMPHASIS PROVIDED

The JIFFY program that started in Memphis, Tennessee and is now expanding into other areas serves as one example of the career education emphasis conducted through the Girls Club program. It includes:

1. *Career opportunities and education* The girls are helped to explore a wide range of job vistas and specific career areas. Advanced education programs are also offered so that the girls may become familiar with school campuses and learn about financial assistance programs available.

2. *Job preparation* Workshops include: How to Obtain a Social Security card; Steps in Looking for a Job; Expectations of an Employer; Tips on Taking Tests; and other topics. The girls are given a battery of tests to assess interests and aptitudes.

3. *Community and cultural activities* Participation in community activities provides additional opportunities for the girls to test themselves and to enhance their feeling of community pride and self-esteem.

4. *Job practicum* Practical on-the-job experience, successfully completed is a confidence building experience and an integral part of total career education. Though the girls are not paid by their employers, they are, in no other sense, "volunteers." They go through the entire job hunting ritual, including filling out forms, making phone calls, taking tests and interviews. On the job they are treated as ordinary employees. If a practicum fails, the girls will be offered a second work experience and special help so a pattern of failure is not established.

5. *Follow-up* Counseling and referral services are offered to individual girls. Special efforts are made for girls who have dropped out of school or are about to, who are unemployed, or who wish to continue their education.

FOR MORE INFORMATION, CONTACT:

1. Local Girls Club Director

2. Girls Clubs of America, Inc.
   Director
   133 E. 62nd Street
   New York, N.Y. 10021

NAME OF ORGANIZATION: Girl Scouts

SPONSORING ORGANIZATION: Girl Scouts of the U.S.A.

DISTRIBUTION: Nationwide through local units

PARTICIPATION: Open to girls ages six to seventeen

TYPE OF CAREER EDUCATION EMPHASIS PROVIDED

The Girl Scouts of the U.S.A. Career Education project, "From Dreams to Reality," is a unique example of a program for a specific population group, namely adolescent girls. It emphasizes the following goals:

- To display a large number of female role models in a wide range of careers.
- To encourage/stimulate career decision-making behaviors and expand sense of self-awareness
- To provide career exploration activities as well as encouraging "hands-on" on site experience.
- To stimulate nonstereotype thinking and creative approaches to careers.

The project seeks to encourage the expanding career potential of women. Girls are given the opportunity to view the many challenging and rewarding careers that they might never have considered before.

In planning for the future, young women often see only a very limited number of role models--housewife, teacher, nurse, librarian, or secretary--as the extent of career choice open to them. This project intends to expand the scope of career choice of adolescent girls by providing them with 160 different female career role models and the concept that a girl can expand her own thinking to include all the careers that exist.

The project packages cover career exploration in five WORLDS:

- THE WORLD OF WELL BEING -- careers in health
- THE WORLD OF THE ARTS -- careers in media, performing arts, applied arts, and creative arts
- THE WORLD OF TODAY AND TOMORROW -- careers in science, business, and technology

- THE WORLD OF PEOPLE -- careers in social service and personal service
- THE WORLD OF THE OUT-OF-DOORS -- careers in sports, recreation, and nature

Each WORLD contains a series of cards describing representative careers and presenting mini services of actual women on the job. The activities within the booklets use the career cards in a variety of ways.

The Girl Scout career education project can help young people gain in self-awareness as they develop values, skills, and interests during their adolescent years. This increased awareness can help girls make decisions in later life from a broader base of understanding about themselves and the world.

The program includes a practicum aspect where young people can acquire "hands-on" experience, both paid and unpaid, in local business and industry as they try on a variety of career roles. For younger Scouts, the program would include field trips and guest speakers with activities that again would increase a younger person's awareness of expanded options. Sex stereotyping would be an issue that would be raised in order for young women to become more aware of the choices they actually have, and for them to meet the challenge of using their options as fully as possible.

The informal educational program in Girl Scouting allows for an ongoing relationship with career education for many years, and of necessity must be developmental because often girls join at the Brownie stage and leave at age seventeen when they have finished Senior Scouting. This makes it possible for girls to grow through many developmental stages in career awareness from the fantasy stage to the decision-making stage. At each step in the program, girls can develop their insights and gain wider and broader experience as they go through their scouting years.

A girl can express herself through her many interests and find careers in the particular WORLD of her choice.

FOR MORE INFORMATION, CONTACT:

1. Local Girl Scout Leader

2. Girl Scouts of the U.S.A.
   830 Third Avenue
   New York, N.Y. 10022

NAME OF ORGANIZATION: 4-H Clubs

SPONSORING ORGANIZATION: Cooperative Extension Service/USDA

DISTRIBUTION: Nationwide through local county extension offices

PARTICIPATION: Open to all boys and girls. Age limits vary from state to state but generally are nine to nineteen.

TYPES OF CAREER EDUCATION EMPHASIS PROVIDED

The 4-H program, through learn-by-doing projects, special interest programs, youth employment projects, and other methods, provides a variety of ways in which members learn about economics, jobs, and careers.

The primary aim of the 4-H program in the area of economics, jobs, and careers is to develop young people's capabilities to manage, with minimum help, their own occupational and educational development, and to provide opportunities for them to:

- Perfect their skill in project-related areas.
- Engage in volunteer work in a wide range of community and human service situations.
- Cooperate with local businesses, industries, and institutions in a program of work sampling.
- Take part in job and career exploration and pre-employment training.

Youth need a broad economic education and understanding of the American business system to plan their future jobs, careers, and education; to act as intelligent producers and consumers; and to become informed voters and community participants.

Combined with this need for a broad economic education is the need for youth to explore job opportunities and careers while developing marketable skills and attitudes. The 4-H program helps today's young persons cope with constantly changing job demands, whether they expect to stay in the local community or move to other locations.

FOR MORE INFORMATION, CONTACT:

1. Local county extension staff

2. State 4-H Club Leader, land grant university

3. 4-H Youth ES/USDA, Asst. Administrator
   Washington, D.C. 20250

NAME OF ORGANIZATION: Hire-A-Neighborhood-Youth

SPONSORING ORGANIZATION: Suburban Outreach District of the YMCA

DISTRIBUTION: This features the St. Louis program; however, other YMCA organizations through the nation may have similar programs

PARTICIPATION: Program described here is open to youth of junior high and high school age (thirteen to eighteen years old), living in St. Louis County. Age requirements of other programs may vary.

TYPES OF CAREER EDUCATION EMPHASIS PROVIDED

The teenage years are a time for learning independence. The activity of a job and the earning of one's own spending money can be an important step in the maturation process. Teenagers gain a sense of satisfaction in earning their own money and in deciding what to do with it. The time spent in working also occupies some of a youth's free hours with a useful activity.

Jobs such as mowing lawns, raking leaves, shoveling snow, housework, babysitting, painting, window-washing, and so forth, are basically the types in which teenagers are placed. But calls are received for a variety of other interesting jobs for after school and week-ends during the school year as well as during the summer.

After a job is filled, the placement is evaluated either through mail-in evaluation cards distributed to the employers by workers, or by phone contacts. Youth who receive good evaluations and who are eager to work will receive many referrals and gain useful references for future employment.

Because the teenagers and the jobs are filed according to zip code and school district, the young people are placed in jobs near their own neighborhoods. Employers like hiring youth from their areas and the teenagers like the travel convenience.

This program is well-suited to young people who rarely may have transportation other than a bicycle or their own two feet, to those who have been unable to get a part-time job due to their age, to those who may be busy with other activities or jobs and not have enough time for a part-time job, or to those young people lacking skills or experience needed for jobs in the commercial fields. In

the community of St. Louis County, there are many prospective employers for these young people. The largest number of these are homeowners and families who need someone to do odd jobs around the house or yard but cannot afford to pay professionals for these services.

FOR MORE INFORMATION, CONTACT:

1. Director, Hire-A-Neighborhood-Youth
   YMCA of Greater St. Louis
   8527 Old Sappington Road
   St. Louis, Missouri 63126

NAME OF ORGANIZATION: Junior Achievement (JA)

SPONSORING ORGANIZATION: Junior Achievement, Inc.

DISTRIBUTION: Nationwide through local units

PARTICIPATION: Regular program open to high school students; additional programs open to junior high to college age students.

TYPES OF CAREER EDUCATION EMPHASIS PROVIDED

What is the purpose of Junior Achievement?

Junior Achievement (JA) is the nation's oldest youth economic education program. It teaches high school students the principles of the American free enterprise system by helping them run their own small businesses. Over 200,000 young people are involved each year in JA through the regular high school program and through additional programs designed for junior high and college students.

How do regular high school JA companies operate?

At the start of the program the student members, under the guidance of adult volunteers called advisers, form into groups of approximately twenty each. Each group subsequently functions as a small business, meeting one night a week for two hours in order to:

- Sell stock to capitalize
- Elect officers
- Choose a product to manufacture or a service to offer
- Keep books and map out marketing plans
- Pay salaries, rent (and taxes, as appropriate)
- Produce, promote, and sell their company's products or services

At the end of the school year, they:

- Liquidate their company
- Publish an annual report
- Return dividends to stockholders

The program year roughly parallels the school year, and the regular program is open to all tenth, eleventh, and twelfth grade students.

What are JA's other dimensions?

In a continuing effort to make economic education available to population groups other than teenagers in the high school Junior Achievement program, JA is currently offering the following programs:

- *Project Business* A one-semester course which fits into the format of an established social studies or economics class, Project Business works through a volunteer business consultant to bring practical business knowledge to eighth and ninth grade students.

- *Applied Management* A flexible structure of practical and theoretical economic educational activities for college students. Applied Management includes business symposiums for fine arts majors.

- *Economic Awareness* An umbrella term for several programs designed to make business and economic information available to the general public, Economic Awareness includes "Econ, USA," a series of educational mailings to people who have indicated an interest in the regular high school Junior Achievement program but have never been active in it.

- *Job Education* A program to provide part-time jobs for inner-city high school students and others who ordinarily would be unable to find summer employment. Job Education combines practical work experience with lectures and discussions on business topics.

Junior Achievement: Where Youth Learns the Business of Business.

FOR MORE INFORMATION, CONTACT:

1. Local J.A. Director

2. Junior Achievement, Inc.
   5505 Sunner Street
   Stamford, Connecticut 06901

NAME OF ORGANIZATION: Red Cross

SPONSORING ORGANIZATION: American National Red Cross

DISTRIBUTION: Nationwide through local Red Cross chapter

PARTICIPATION: Open to boys and girls in kindergarten through high school

TYPE OF CAREER EDUCATION EMPHASIS PROVIDED

Youth Service Programs of the American National Red Cross have the responsibility of developing and providing opportunities and experiences that lead to a young person's growth and development and to the development of valuable skills. In addition, through Youth Service Programs, career potentials can be explored, work related experience can be gained through direct volunteer service in the community, and young participants can develop greater feelings of self-worth because they have done something that is helpful to others.

The American National Red Cross through Youth Service Programs offers the opportunity to study and explore career potentials by:

1. Working with schools and community youth groups to help them develop career day or career week programs and playing an active part in the same.

2. Providing individual young people in schools and community youth groups the opportunity to explore careers by actively doing related career tasks as volunteers.

3. Involving young people in the volunteer process, which provides experience in completing applications, being interviewed, making decisions regarding community assignments, receiving task/skill oriented training, working prescribed hours, and being evaluated on their performance.

4. Providing exposure to professionals in a wide variety of career fields.

5. Providing counselling regarding future volunteer assignments, post-high school training/schooling, and career possibilities.

Youth Services Program's involvement in the career exploration and career development process with young people is increasing annually. Techniques and systems used in the local Red Cross chapters are being refined--and the base of direct experimental opportunities being offered is broadening as the Red Cross chapter and the young people involved prove their effectiveness and receive greater community support.

Red Cross volunteers are placed in the community to meet local community needs--thus the nature of experiences available varies in each community. However, the following broad categories of opportunities generally are or could be made available through a local Red Cross chapter.

- Recreation
- Medicine
- Physical and occupational therapy
- General health care
- Research and laboratory
- Blood recruitment and collecting
- Geriatrics/pediatrics
- Tutoring/teaching
- Leadership development
- Peer communication/counselling

FOR MORE INFORMATION, CONTACT:

1. Local Red Cross Director

2. American National Red Cross
   National Headquarters
   Washington, D.C. 20006

SUMMARY

Basically school youth groups and voluntary organizations tend to accomplish similar objectives, but for different audiences and in different ways. The objectives include:

- Supplementing classroom teaching by providing a "hands-on" experience through "learn by doing" projects and actual work experience programs.
- Providing a stimulus for achievement through leadership programs, competitive events, and direct contacts between students and community leaders.
- Allowing youth to observe first hand a variety of career areas and to receive detailed information and experience in specific areas of interest.

These groups and organizations play a vital role in extending the experiences of youth beyond the classroom into the real world situation. The voluntary organizations play an additional role in that they are open to out-of-school youth. Many youth obtain their first job and select a career area based on the experience they gained through the group or organization.

However the challenges which these groups and organizations face when attempting to help a youth *become* are more complex now than ever before. Therefore curricula and programs must be adjusted accordingly. They must design programs that help youth gain work experience during a time when youth unemployment is a critical issue in not just this country, but many other countries. They must design programs that help youth select a satisfying and meaningful career area during a time when a job that exists today may not be in existence five years from now, and jobs that will be available then are not even imagined today. They must design programs that help youth manage their personal and family finances and understand the world of economics during a time when rapid inflation is common and foreign countries can influence the price we pay for local products such as gas and oil almost overnight.

Most of the school youth groups and voluntary organizations identified are attempting to adjust their programs to meet these new challenges. Only the flexible ones will survive.

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